

NAME: _____

Group #: _____

ISE 311: Ergonomics & Work Measurement

Group Exercise #1

(Final product due: Wednesday, January 16, 2013)

PREPARATION/SETUP:

1. Within your group, identify the following roles (1 for each member – write the name of the group member in the space provided):
 - a. Leader: _____
Responsible for setting the direction for the group, maintaining focus on the task at hand, and settling disputes. Also responsible for setting meeting times and places and ensuring that all group members fulfill their responsibilities to the group.
 - b. Researcher / analyst: _____
Responsible for identifying needs and conducting research in the textbook and other sources (other texts, online sources, etc.) Also responsible for any computations or analyses necessary to complete the exercise.
 - c. Scribe: _____
Responsible for keeping notes of the group's deliberations, decisions, questions, etc. Also responsible for ensuring the quality of the written work (Word or Powerpoint document) submitted by the group.
2. Set up your work area. Each group should have one laptop computer (from the cart or your own). You should also have at least one copy of the textbook (in the future, every member of the class should bring his or her textbook to class) and each group member's personal class notebook.
3. I will wander the room and listen in on conversations but otherwise avoid disturbing you except perhaps to ask a quick question to understand how you are doing. If you find yourselves stymied by a question or concern and unable to move on without feedback, get my attention and I will come to your group as soon as possible.

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ASSIGNMENT:

1. As a group, review your answers to the homework assigned on Wednesday. Each group member should share his or her response to each review question. Note and discuss the similarities and differences in your answers. Agree on a single answer to each question to turn in for the group. If appropriate, you may also include “minority opinions” but be sure they are labeled as such.
2. As a group, share your experiences reviewing ergonomics society websites. Compile a list of common characteristics for these websites (if appropriate, you should include a list of unique features, as well.)
3. Imagine that you have been invited to participate in a design project to ensure that the buildings, labs, and resources in the university will adequately accommodate a group of physically disabled students coming to campus to participate in an engineering camp this summer. Based on what you have read and discussed so far, develop a short (3-6 slides) Powerpoint presentation to President Underwood and his staff outlining the steps you feel should be taken to evaluate the current state of the campus. Your presentation should include the following:
 - a. Justification for the project based on ADA requirements and other criteria.
 - b. A brief summary of the approach you would take to evaluate the campus and determine what and how to change to meet the anticipated needs of the students (based on benchmarking, the engineering design process, etc.).
 - c. A “pitch” for why students in the school of engineering are uniquely qualified to carry out this project.

DELIVERABLES:

1. In addition to the discussion threads described above, each group will post its Powerpoint presentation to the course website by 5:00 p.m. on Wednesday, January 16.
2. Two groups will be responsible for presenting part 3 of the assignment to the class at the end of class on Wednesday, January 16. If you are not one of the presenting groups, you are expected to participate in the discussion and provide feedback to the groups. A total of **7 minutes** for presentation and discussion will be allotted to each group.
3. Attached to this assignment you will find a peer/group evaluation form. Each member of the class is expected to **complete the form and return it to me in my office by noon on Friday, January 18** (there will be an envelope outside the door if I am not in). Associated with each rating is a percentage. Your individual grade on the assignment will be based the overall grade and adjusted based on the average rating (percentage) given to you by the group. In unusual circumstances, I will also reserve the right to adjust individual grades up (higher than the overall grade).

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Please write the names of all of your team members, **INCLUDING YOURSELF**, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. The possible ratings are as follows:

Outstanding Contributor (110%)	Primarily responsible for the success of the group on this exercise. (NOTE: this designation <i>must</i> be supported in the comments section.)
Excellent (100%)	Consistently went above and beyond--- helped/tutored teammates, carried more than his/her fair share of the load.
Very good (87.5%)	Consistently did what he/she was supposed to do, very well prepared and cooperative.
Satisfactory (75%)	Usually did what he/she was supposed to do, acceptably prepared and cooperative.
Ordinary (62.5%)	Often did what he/she was supposed to do, minimally prepared and cooperative.
Marginal (50%)	Sometimes failed to show up or complete assignments, quality of assignment sometimes unacceptable, rarely prepared.
Deficient (37.5%)	Often failed to show up or complete assignments, quality of assignment often unacceptable, rarely prepared.
Unsatisfactory (25%)	Consistently failed to show up or complete assignments, quality of assignment consistently unacceptable, unprepared.
Superficial (12.5%)	Practically no participation.
No show (0%)	No participation at all.

These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.

<u>Name of team member</u>	<u>Rating</u>
(self) _____	_____
_____	_____
_____	_____

Comments: (Use the space below and the back of this page to add comments such as an explanation of your ratings, an expansion on your rating of an individual, etc.)

Adapted from a self/peer assessment instrument developed by members of the Synthesis Coalition and reported in Van Duzer, E. & McMartin, F. (1999). Building better teamwork assessments: A process for improving the validity and sensitivity of self/peer ratings. Proceedings of the American Society for Engineering Education 1999 Annual Conference.